

# Restorative Practices in Catholic School Communities



## Audit Tools

Student Wellbeing  
Central to Learning and School Improvement



Catholic Education Office  
Archdiocese of Melbourne

Restorative Practices  
in  
Catholic School Communities

Audit Tools

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# Introduction

The following Audit Tools for Restorative Practices have been developed by the Student Wellbeing Team of the Catholic Education Office for use by the Core Leadership Team and staff in the school. The purpose of the tools is to provide the school and the CEOM with both quantitative and qualitative data regarding the implementation of Restorative Practices strategies at the school level. The Audit Tools are also designed to provide information to the CEOM which may be used to inform and guide the Restorative Practices in Catholic School Communities Project.

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## Audit Tool 1

### Restorative Practices

#### TOOL PROFORMA

<b>Name of audit tool:</b>	Readiness Checklist
<b>User of the tool:</b> (Individual/group)	Core Team
<b>Target group:</b>	Whole school
<b>Purpose of the tool:</b>	To assist Core Teams in schools to determine their stage of readiness for introducing Restorative Practices Strategy
<b>Suggested implementation:</b>	Core Team meeting
<b>Suggested timing:</b>	The year before school becomes involved in the Restorative Practices initiative, after attending an information session

## Audit Tool 1

### READINESS CHECKLIST

The following factors should be considered and discussed when deciding if your school is ready to enter the Restorative Practices program.

Where is the school up to in the sequence of review cycle?	
Are Restorative Practices part of the recommendations for the Annual Action Plan for School Improvement?	
What are the current needs of the school community in relation to Restorative Practices?	
How can Restorative Practices respond to these needs?	
Is there a commitment from the Principal and leadership team to Restorative Practices?	
Is the Principal and leadership team prepared to attend all training?	
Does the leadership of the school have a collaborative style?	
Is the SWB core team operating effectively in the school?	
What does the school already know about Restorative Practices?	
What resistance to Restorative Practices may exist in the school?	
In the review cycle when would be the best time to introduce Restorative Practices to the school community?	
Has the SWB core team discussed the implementation of Restorative Practices with anyone from the Student Wellbeing Team and /or the regional Principal Consultants?	
What other major initiative / programs exist in the school ?	
Are other programs/initiatives compatible with Restorative Practices?	

## Audit Tools 2 and 2a

### Restorative Practices TOOL PROFORMA

<b>Name of audit tool:</b>	Action Plan
<b>User of the tool:</b> (Individual/group)	Core Team
<b>Target group:</b>	Whole school staff
<b>Purpose of the tool:</b>	To assist Core Teams in schools to develop and map the implementation of the Restorative Practices Strategy
<b>Suggested implementation:</b>	As directed by core team and documented on the Action Plan
<b>Suggested timing:</b>	At the beginning of the school's involvement in the Restorative Practices initiative
<b>Audit Tool 2a:</b>	Provides examples to Core Teams of how to use the Action Plan



## Audit Tool 2

### Action Plan

AIMS	CURRENT PRACTICE	OBJECTIVES	STRATEGIES & ACTIVITIES	EVALUATION	WHO IS RESPONSIBLE?	TIME-LINE	KEY LESSONS & ACHIEVEMENTS
What do we hope to achieve?	What are we doing now? (Classroom organisation and student management strategies & approaches)	What are we trying to do?	How are we going to do it?	How will we know we've made progress?	Identify leadership position.	Month by month breakdown of activities, etc.	Where to now?
1. To raise awareness and promote understanding of RP among staff: core teams, leadership, broader school community.							
2. To foster awareness in students of how their behaviour affects others.							
3. To develop a comprehensive approach to student behaviour management.							
4. To integrate RP into a Whole School Approach for Student Wellbeing.							

## Audit Tool 2 (cont'd)

AIMS	CURRENT PRACTICE	OBJECTIVES	STRATEGIES & ACTIVITIES	EVALUATION	WHO IS RESPONSIBLE?	TIME-LINE	KEY LESSONS & ACHIEVEMENTS
5. To foster positive relationships within the school community (Student–Student, Student–Staff, Student–Parent, Teacher–Parent, etc.)							
6. To promote a school culture which is consistent with and committed to the CECV Pastoral Care Policy (1994) & the Framework for Student Support Services (DE&T 1998).							
7. To implement RP through a prevention framework.							

## Audit Tool 2a

# Action Plan

AIMS	CURRENT PRACTICE	OBJECTIVES	STRATEGIES & ACTIVITIES	EVALUATION	WHO IS RESPONSIBLE?	TIME-LINE	KEY LESSONS & ACHIEVEMENTS
What do we hope to achieve?	What are we doing now? (Classroom organisation and student management strategies & approaches)	What are we trying to do?	How are we going to do it?	How will we know we've made progress?	Identify leadership position.	Month by month breakdown of activities, etc.	Where to now?
1. To raise awareness and promote understanding of RP among staff: core teams, leadership, broader school community.		Utilise Core Teams to disseminate professional learning about RP.					
2. To foster awareness in students of how their behaviour affects others.			Use RP strategies (e.g. affective language) and activities (e.g. circles) in classroom & playground settings.				
3. To develop a comprehensive approach to student behaviour management.	Implementing a Year 9 Anger Management Program.	To promote the use of positive dialogue between teachers and students within the context of conflict resolution.					

### Audit Tool 2a (cont'd)

AIMS	CURRENT PRACTICE	OBJECTIVES	STRATEGIES & ACTIVITIES	EVALUATION	WHO IS RESPONSIBLE?	TIME-LINE	KEY LESSONS & ACHIEVEMENTS
4. To integrate RP into a Whole School Approach for Student Wellbeing.			Implementation checklist to inform data collection & evaluation.	RP has been incorporated into three key areas of the HPS Framework (i.e. school culture, ethos & environment; curriculum, teaching & learning; community & parent partnerships.			
5. To foster positive relationships within the school community (Student–Student, Student–Staff, Student–Parent, Teacher–Parent, etc.)			Develop and implement a professional learning strategy to equip staff to introduce an integrated curriculum module on emotional intelligence (EQ).				
6. To promote a school culture which is consistent with and committed to the CECV Pastoral Care Policy (1994) & the Framework for Student Support Services (DE&T 1998).		To interpret and translate into practical action the PC policy/FSSS for use at the local school level.					
7. To implement RP through a prevention framework.							



## Audit Tool 3

### Restorative Practices

#### TOOL PROFORMA

<b>Name of audit tool:</b>	Data Collection
<b>User of the tool:</b> (Individual/group)	Classroom teachers/Year Level Coordinators/House Leaders
<b>Target group:</b>	At specific Grade/Year Level(s) as determined by Core Team/CEOM
<b>Purpose of the tool:</b>	To inform progress in the implementation of Restorative Practices strategies around behaviour management
<b>Suggested implementation:</b>	Term 1–4
<b>Suggested timing:</b>	At the end of each term

## Audit Tool 3

# Data Collection

Grade:	Year Level:
No. of students at Grade/Year Level:	

BEHAVIOUR MANAGEMENT APPROACHES	End Term 1			End Term 2			End Term 3			End Term 4			Sub Total		Total
	M	F	I	P	M	F	I	P	M	F	I	P			
Non Attendance: Truancy/ Without Permission															
Time-Out Room															
Detention/s															
Sending to Principal Class/Year Level Coordinator /SWC															
Contact with Parents															
Suspension – Off Campus															
Suspension – In-house															
Expulsion/Negotiated Transfer															
Other															

**M = Male**

**F = F**

**I = Incidents – please indicate number of incidents**

**P = Persons – please indicate number of repeat persons**

## Audit Tool 4

### Restorative Practices TOOL PROFORMA

<b>Name of audit tool:</b>	Strategies currently used to support Student Wellbeing
<b>User of the tool:</b> (Individual/group)	All staff as directed by Core Team
<b>Target group:</b>	Whole school staff
<b>Purpose of the tool:</b>	To promote the link for staff between current strategies used in the school and Restorative Practices
<b>Suggested implementation:</b>	Staff meeting and/or professional learning activity
<b>Suggested timing:</b>	Term 1



**Audit Tool 4**

Current Strategies and Approaches

Name of Strategies/Approaches	Brief Abstract	Grade/Year Level	What is the link between these strategies and Restorative Practices?

## Audit Tool 5

### Restorative Practices

#### TOOL PROFORMA

<b>Name of audit tool:</b>	Implementation of Restorative Practices Checklist
<b>User of the tool:</b> (Individual/group)	Core Team
<b>Target group:</b>	Whole school staff
<b>Purpose of the tool:</b>	To assist schools to monitor their progress in the implementation of Restorative Practices within the context of a Whole School Approach to Student Wellbeing
<b>Suggested implementation:</b>	Core Team meeting
<b>Suggested timing:</b>	End of Term 2

## Audit Tool 5

# Implementation Checklist

	Raising Awareness Stage	In Progress	Well Established	Requires On-going Monitoring
<b>School Organisation, Ethos &amp; Environment</b>				
Established a Core Team (with leadership representation) and developed a communication and succession planning strategy for the Restorative Practices initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted audits across the school designated year/grade/selected area to assist in identifying needs, setting priorities, establishing direction and developing action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed a school-based action plan for implementation of the Restorative Practices strategy within the context of a whole school approach to student wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Partnerships with Parents</b>				
Implemented a data collection strategy to monitor and document parent involvement in the Restorative Practices initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed a proforma to document and monitor the school's progress in proactively forming partnerships with parents in this area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Audit Tool 5 (cont'd)

## Implementation Checklist (cont'd)

	Raising Awareness Stage	In Progress	Well Established	Requires On-going Monitoring
<b>Curriculum, Teaching &amp; Learning</b>				
Utilised audit tools, survey instruments and questionnaires that map the following:				
• steps in establishing a supportive classroom climate;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the promotion of caring relationships through the use of affective language;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the links between the Restorative Practices strategy and Social Emotional Learning (SEL) and Personal Social Education (PSE) ;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the use of the Restorative Practices strategies by teachers in the classroom and broader school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Audit Tool 6

### Restorative Practices TOOL PROFORMA

<b>Name of audit tool:</b>	Teacher Survey
<b>User of the tool:</b> (Individual/group)	Classroom teachers
<b>Target group:</b>	Whole school staff
<b>Purpose of the tool:</b>	To provide a discussion starter for the classroom teacher implementing Restorative Practices Strategies with colleagues.
<b>Suggested implementation:</b>	Year/Level meeting Faculty meeting Whole staff meeting
<b>Suggested timing:</b>	Term 3. To be used over a two/three week period of classroom teacher choice.

Audit Tool 6

Survey for Teachers

Grade:

Year Level:

Which Restorative Practices strategies have been the most effective?	
How have you been able to use the Restorative Practices strategies from the professional learning days?	
Which strategies have provided the most challenges?	
Did you have to modify any of the strategies? If so, how?	
Could you give an example of the context in which you applied one of the strategies?	
What did you notice, if anything, in the behaviour of the group/ individual when you implemented the Restorative Practices strategy?	

## Audit Tool 7

### Restorative Practices

#### TOOL PROFORMA

<b>Name of audit tool:</b>	Progress Report Proforma
<b>User of the tool:</b> (Individual/group)	Core Team with responsibility for coordinating the Restorative Practices Strategy in the school.
<b>Target group:</b>	Whole school individual facilitators CEOM Student Wellbeing Staff Group
<b>Purpose of the tool:</b>	To assist schools to map and document their journey in the implementation of Restorative Practices strategies.
<b>Suggested implementation:</b>	Professional learning day organised by CEOM
<b>Suggested timing:</b>	Term 3



## Audit Tool 7 (cont'd)

### Progress Report Proforma

#### 1. Executive Summary

This section should cover the following key areas:

- Background to the schools involvement in the initiative
- Key aims of the school in being involved in the initiative, i.e. What did you hope to achieve?
- The School Context, i.e. Current practice of the school at the inception of the initiative.

#### 2. What the school is doing

This should cover the strategies and activities the school has undertaken.

The following key aims taken from the school-based Action Plan proforma may provide a guide to the strategies and activities undertaken:

- Raising awareness of staff
- Student awareness of how their behaviour affects others
- Comprehensive approach to student behaviour management
- Integrating RP into a whole-school approach
- Fostering positive relationships across the whole school
- Promoting a caring school culture
- Implementation of RP strategies through a prevention framework.

#### 3. Key learnings and critical factors that may influence future directions for the school in the implementation of RP strategies

The following areas may provide some guidance:

- A conceptual and practical understanding of how RP strategies fit within a whole school approach to student wellbeing
- The role of the Principal and the core team
- Strategic planning
- Professional learning and professional development opportunities and initiatives
- Integrated curriculum initiatives/modules
- Collaborative partnerships.

**Key learnings may be accompanied by recommendations for action.**

*Please note: Schools are not expected to comment on all of the above areas, only those that are relevant and appropriate to each school's local needs.*

## Audit Tool 8

### Restorative Practices

#### TOOL PROFORMA

<b>Name of audit tool:</b>	School Measurement Tool
<b>User of the tool:</b> (Individual/group)	Core Team
<b>Target group:</b>	Whole School Staff
<b>Purpose of the tool:</b>	To provide the School and the CEOM with information to document the progress of the initiative at the school level.
<b>Suggested implementation:</b>	Core Team meeting
<b>Suggested timing:</b>	At the end of the first two years of the initiative.

## Audit Tool 8

# School Measurement Tool

	1 Emerging →	2 Consolidating →	3 Established →	4 Well Established →
<b>School Organisation, Ethos &amp; Environment</b>				
There is a shared understanding of and commitment to the Restorative Practices Strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of Restorative Practices is a priority of the School Development Plan and the <b>Implementation Checklist for Schools</b> is part of an on-going review process in the context of School Improvement initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a Core Team established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Core Team has responsibility for disseminating information and professional learnings about Restorative Practices in the context of the school's broader wellbeing approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is involved in systematic and strategic planning through the development of a school based Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Partnerships with Parents</b>				
The school is committed to a regular exchange of information with and the participation of parents within the school in relation to the Restorative Practices Strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school maintains an up to date database of parent and community participation for the Restorative Practices initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Audit Tool 8 (cont'd)

	1 Emerging ↑	2 Consolidating ↑	3 Established ↑	4 Well Established ↑
<b>Curriculum, Teaching &amp; Learning</b>				
Schools assessment and reporting policy and practices incorporate understandings around Restorative Practices and student wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school has developed an integrated approach to Restorative Practices in the context of student wellbeing through the provision of:</p> <ul style="list-style-type: none"> <li>• a supportive classroom climate</li> <li>• caring relationships</li> <li>• Social Emotional Learning (SEL) and Personal Social Education (PSE).</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>



## Audit Tool 9

### Restorative Practices

#### TOOL PROFORMA

<b>Name of audit tool:</b>	Student Reflection Tool
<b>User of the tool:</b> (Individual/group)	Student(s), teacher directed
<b>Target group:</b>	Student population, teachers
<b>Purpose of the tool:</b>	For teachers to use with students in time away rooms. Teachers to use with individual students or small groups to assist with the affective questions.
<b>Suggested implementation:</b>	For more serious incidents which require reflection by the student.
<b>Suggested timing:</b>	Anytime during the school year.

## Audit Tool 8 *(cont'd)*

### Student Reflection Tool

What happened?

How did it happen?

How did you act in the situation?

What were you thinking at the time?

What have you thought since?

## Audit Tool 8 (cont'd)

Who do you think was affected?

How were they affected?

How were you affected?

What needs to happen to make things right?

If the same situation happens again, how could you behave differently?



